



New Course

GOVT-239

Catalog Course Title: The Middle East in Comparative Perspective

Name and contact information for future correspondence:

Saul Newman snewman@american.edu; Diane Singerman dsinger@american.edu

Academic Unit - School/College:

- CAS
- KSB
- SOC
- SIS
- SPA
- SPExS
- Other:

Teaching Unit - Department or Program: Government

Date effective: Spring 2016

Required Signatures	Name	Signature	Date
Teaching Unit Chair or Director	Saul Newman		9/24/15
EPC Chair	Susan Glover		10/8/15
Primary Academic Unit Assoc. Dean	Jessica Waters		10/8/15
Second Academic Unit Assoc. Dean			
Faculty Senate Chair			
Provost's Designee (VPUG or VPGR)			

Date sent to the Office of the University Registrar:

New Course Proposal
GOVT239
The Middle East in Comparative Perspective
Diane Singerman, SPA

I. Identifying Information

- a. Proposed effective date: Spring 2016
- b. Academic Unit: **SPA**
- c. Teaching Unit: **Department of Government**
- d. Course Title: **The Middle East in Comparative Perspective**
- e. Course Number: GOVT-239
- f. Credits: **03.00**
- g. Prerequisites: **Govt-130 (Comparative Politics) or Govt-231 (Politics of the Developing World)**
- h. Course description for University Catalog (Generally a limit of 50 words)

Using the insights of comparative politics, this class will examine the contemporary constellation of regime-types, authority structures, institutions, and state-society relations in the Middle East. It will examine the success of the powerful and the resistance of various groups bound together by ethnic, regional, religious, class, and gender identities.

i. Grade type

- i. A/F only
- ii. Pass/Fail only
- iii. A/F and Pass/Fail

j. Expected frequency of offering

- i. Every Fall
- ii. Every Spring
- iii. Every Summer
- iv. Alternate Falls
- xv. Alternate Springs
- vi. Alternate Summers
- vii. Every term
- viii. Irregularly

ix. Other

k. Check all that apply:

i. General Education course

ii. Online course

iii. Hybrid course

iv. Rotating topics course

v. Individually supervised course such as Internship, Independent Study, Research Course, Thesis, Dissertation

vi. Research methods course

vii. AU Abroad Program course

viii. Other study abroad course (offered directly by Academic Unit, not through AU Abroad)

II. Rationale

a. Please explain the main purpose of the new course, including whether it will be a requirement for an existing or proposed program or an elective, and how the new course relates to the existing courses in the program and department.

Note: if the course will be a required course for an existing program, submit a corresponding Minor Change to Program proposal.

There are other courses—mostly rotating--on Middle Eastern politics offered at the university. They are situated within an international relations framework and they focus on specific topics such as the Arab-Israel conflict, Islamic studies, and foreign policy in the Middle East. The proposed course, on the other hand, focuses primarily on domestic politics and social and political institutions and offers a comparative perspective to the study of the Middle East which is highly demanded by undergraduate students in schools such as SPA, CAS, and SIS.

This is an elective seminar and is open to all undergraduate students with prior courses in comparative politics or world politics. Building on the theoretical insights and methodologies of comparative politics learned in their prior courses in comparative politics, students will both learn about important political debates and movements in the area and be expected to conduct research about them.

b. Will the course require students to pay a special fee associated with the course? If so, please provide a justification for this additional cost to students.

NO

c. Has the course previously been offered under a rotating topics course or an experimental course number? If so:

i. Semesters/year offered: **Spring-2012**

ii. Course number: **GOVT 396.003**

iii. Instructor: **Professor Diane Singerman**

iv. Enrollment: 15

Semesters/year offered: **Fall-2007**

Course number: **GOVT 396.006**

Instructor: **Professor Diane Singerman**

Enrollment: 18

Semesters/year offered: **Spring-2009**

Course number: **GOVT 396.002**

Instructor: **Professor Diane Singerman**

Enrollment: 16

v. What observations and conclusions were derived from the previous offering(s) that now lead to proposing this course as a permanent part of the curriculum?

The political challenges and conflicts in the Middle East have long drawn student interest but after the Arab Spring student interest and national attention on the region grew substantially. The “selected topics course,” at the 396 course number, is hard for students to find when registering and this topic deserves a stable and permanent place in our curriculum. Government Department faculty are trying to strengthen our advanced undergraduate offerings, so that students who take our introductory classes will have a greater selection of courses and further opportunities to work with faculty about intellectual and disciplinary debates in the field as upper classmen. If students are allowed to take comparative classes that are specialized regionally early in their studies in SPA, they can deepen their understanding of comparative politics and our comparative track and be prepared for more advanced special topics classes, language study, study abroad programs, service learning opportunities, internships, independent work such as capstones or future professional training, in dialogue with departmental faculty. It is very common in political science departments with strong sub-fields in comparative politics to offer these type of regionally-oriented introductory classes to students early in their academic trajectory. Establishing a stronger comparative politics sequence will also facilitate student involvement in faculty research projects and academic networking.

d. Please indicate other units that offer courses or programs related to the proposed course and provide documentation of consultations with those units.

SIS and CAS offer other courses and programs on the Middle East with a focus on history, Islamic studies and religion, conflict resolution, and foreign policy in the region.

Professor Singerman e-mailed with Fereshteh Nouriae-Simone, who teaches SISU-215. They exchanged syllabi. There is some minimal overlap between the courses

but like many SIS courses, SISU-215 is more focused on international relations of the Middle East.

The Arab World Studies program is oriented more towards humanities, sociology, anthropology, language studies, and history but this course would be another permanent class offering open to for Arab World Studies majors and minor. Professor Singerman often has Arab World Studies majors in her undergraduate classes in Middle East Comparative Politics, or Gender and Politics in the Middle East.

e. Estimate the enrollment per semester: **15-40**

f. Does your teaching unit's classroom space allotment support the addition of this course? **YES**

g. Are present university facilities (library, technology) adequate for the proposed course? **YES**

h. Will the proposed course be taught by full-time or part-time faculty? **Full-time faculty**

i. Will offering the new course involve any substantial changes to the scheduling of existing courses? **NO**

j. What are the learning outcomes for the course?

Six particular learning outcomes will be stressed throughout this course and by the end of the course students will be able to:

1. Demonstrate familiarity with major questions, paradigms, themes, and issues surrounding politics in the Middle East and define key political concepts;

2. Master empirical knowledge of the politics, debates, case studies and issues we study;

3. Convey coherent analytical arguments about major questions, themes, and issues surrounding politics in the Middle East in writing and in speech;

4. Understand theoretical critiques of arguments and be able to present and defend criticism in your own writing and speech;

4. Understand the dynamics of political change and resistance in the region;

5. Locate and employ appropriate empirical evidence to evaluate claims and draw conclusions about political phenomenon, and institutional change.

6 Apply theories of comparative politics to research topics and conduct independent research with a focus on the Middle East.

k. How will those outcomes be assessed?

Students' progress in achieving the learning outcomes will be evaluated based on their performance in the course requirements. The requirements of the course include exams focused on the assigned readings, student presentations, short essays on the assigned readings, and a final exam (or a major research paper).

1. What are the competencies that students are expected to demonstrate for the course?

In this seminar, students will need to be resourceful and creative in seeking explanations about political change in a volatile and conflict-ridden region and understanding it from a scholarly, policy, and normative perspective. They will need to understand, analyze, and critique extant scholarship on the themes of the course and will be urged to develop their own research skills in print and social media to enrich the seminar and complete class assignments.

III. Catalog Copy

- a. Please attach the course description as it is to appear in the University Catalog, following the format of the current catalog.

GOVT239: Using the insights of comparative politics, this class will examine the contemporary constellation of regime-types, authority structures, institutions, and state-society relations in the Middle East. It will examine the success of the powerful and the resistance of various groups bound together by ethnic, regional, religious, class, and gender identities. Usually offered every Spring. (Prerequisite GOVT130 or GOVT 231).

Please include this course in the comparative concentration.

GOVT239
THE MIDDLE EAST IN COMPARATIVE PERSPECTIVE
PROFESSOR DIANE SINGERMAN
PROPOSED NEW COURSE, *DRAFT SYLLABUS*

Office Hours: TBA

Ward 242, Department of Government, x2362

dsinger@american.edu

Teaching Assistant: TBA

In late 2010 and early 2011 a surprising, rapid wave of uprisings spread throughout the Middle East. They continue to unfold as some nations democratize and new political groups rise to power, others become mired in civil conflict, and others face reversals, repression, and the coercive power of unpopular leaders. Using the insights of comparative politics, this class will examine the contemporary constellation of regime-types, authority structures, institutions, and state-society relations in the Middle East. It will examine the success of the powerful and the resistance of various groups bound together by ethnic, regional, religious, class, and gender identities. The seminar will focus on the agency of individuals and movements to mount challenges to authoritarian coercive rule and it will use a comparative and theoretical lens to understand the constraints on opposition forces from a variety of perspectives and examine the institutional resources of states, as well as the local political economy to understand political change in the region.

The readings in the syllabus are extensive, but they will be parsed out according to interest and further political developments.

The requirements of the course include a **midterm** focusing on the assigned readings, **short classroom presentations two times during the semester about important developments in your case study** (with a strict time limit of ten minutes), **two short essays on the assigned reading and your chosen case study**, and a **final exam**.

The writing and research assignments, and midterm and final exams are intended to improve student analytic and writing skills and encourage consistent and informed understanding of comparative politics and political science. Editing and proofreading papers is strongly advised. Classroom participation grades will be based on thoughtful familiarity and discussion of the readings and related topics.

Grading for the course will be calculated in the following manner: *informed*, thoughtful, participation and engagement with the seminar (10%); two classroom presentations about recent developments in your case study (10%); first essay assignment (15%); midterm (20%); second essay/research assignment (20%), and the final exam (25%). Always refer to the latest version of the syllabus on Blackboard for updates on grading policies.

Five particular learning outcomes will be stressed throughout this course and by the end of the course students will be able to:

1. Demonstrate familiarity with the major debates, themes, and issues surrounding comparative politics in the Middle East and define key political concepts;
2. Master empirical knowledge of the politics, debates, case studies and issues we study
3. Build expertise about identifying and interrogating primary and secondary sources from, and about the region, and the ability to use primary sources in indigenous languages (in translation or the original).
4. Convey coherent analytical arguments about major questions, themes, and issues surrounding politics in the Middle East in writing and in speech;
5. Understand theoretical critiques of arguments and be able to present and defend criticism in your own writing and speech;
6. Locate and employ appropriate empirical evidence to evaluate claims and draw conclusions about political phenomenon and institutional change in the region.

Grading Policies:

Grades will be allocated according to the following criteria, on a 100-point scale:

- A: Superior work (93-100 on scale)
- A-: Excellent work (90-92 on scale)
- B+: Very good work (88 or 89 on scale)
- B: Good work (83-87 on scale)
- B-: Work that is somewhat better than satisfactory (80-82)
- C+: High satisfactory (78-79 on scale)
- C: Satisfactory work (73-78 on scale)
- C-: Borderline satisfactory work (70 -72 on scale)
- D: Work which is not satisfactory, not completed, or demonstrative of some other failure on the student's part (such as to participate in class)
- F: Failure to meet minimum course goals

Academic Integrity Code: Standards of academic conduct are set forth in the University's Academic Integrity Code. For further details please see: <http://www1.american.edu/academics/integrity/code.htm>. "Academic integrity stands at the heart of intellectual life. The academic community is bound by a fundamental trust that professors and students alike undertake and present their work honestly. As a community of the mind, we respect the work of others, paying our intellectual debts as we craft our own work." It is expected that all examinations, tests, written papers, and other assignments will be completed according to the standards set forth in this code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. Listed here are the major violations of the Academic Integrity Code:

1. Plagiarism... "is the representation of someone else's words, ideas, or work as one's own without attribution. Plagiarism may involve using someone else's wording without using quotation marks—a distinctive name, a phrase, a sentence, or an entire passage or essay. Misrepresenting sources is another form of plagiarism. The issue of plagiarism applies to any type of work, including exams, papers, or other writing, computer programs, art, music, photography, video, and other media";
2. Inappropriate Collaboration;
3. Dishonesty in Examinations (In Class or Take Home);
4. Dishonesty in Papers;
5. Work Done for One Course and Submitted to

Another; 6. Fabrication of Data; 7. Interference with Other Students' or Scholars' Work; 8. Bribes, Favors, and Threats; 9. Other Academic Misconduct.

Classroom culture and Phone/Computer Use in Class: Computer use is not allowed in class due to my unfortunate experience with the problem of distractions. Occasionally, for student presentations or in-class group activities computers may be used, after conferring with me. If students have special learning needs or other circumstances that depend on computer use, please speak with the professor (privately), but those students using computers must continue to demonstrate strong classroom participation or their computer privileges may be suspended. In addition, cell phones cannot be used during class for texting. In addition, please refrain from eating unless you have enough for all! (It is better to be late to class than munch away during it).

Academic Support: Support for undergraduate research can be found through this website:
<http://www.american.edu/provost/undergrad/research.cfm>

Additional sources for help:

The Academic Support and Access Center: <http://www.american.edu/ocl/asac/index.cfm>

The Counseling Center: <http://www.american.edu/ocl/counseling/index.cfm>

The Writing Center: <http://www.american.edu/cas/writing/index.cfm>

Center for Diversity and Inclusion: <http://www.american.edu/ocl/cdi/index.cfm>

Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

Sharing of Course Content (Official AU Policy)

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.

Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. See: How Do I Request Accommodations?

< <http://www.american.edu/ocl/asac/Accommodations.cfm> >

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or

discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of *American University's Student Conduct Code* and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

Please note that the final, latest draft of the syllabus will be on blackboard, available at www.blackboard.american.edu. This version is only a **DRAFT** and the syllabus in this course is a living, dynamic, fluid document. The content and requirements of the seminar may change as the course proceeds.

The following texts are available in the American University Campus Store and are on reserve at Bender Library. All other required readings not from these texts will be on e-reserves accessed through our Blackboard course site. Many assigned readings are "live" links to JSTOR/MUSE journal collections from Bender Library or hyperlinks to materials posted online.

Michelle Penner Angrist, ed. *Politics & Society in the Contemporary Middle East*. Lynne Rienner Publishers, 2010.

Asef Bayat, *Making Islam Democratic: Social Movements and the Post-Islamist Turn*. Stanford, Stanford University Press.

Diane Singerman, ed. *Cairo Contested: Governance, Urban Space, and Global Modernity*, American University in Cairo Press, 2009.

Jenny White, *Islamist Mobilization in Turkey: A Study in Vernacular Politics*, University of Washington Press, 2002, 3-155.

Quintan Wiktorowicz, *Islamic Activism: A Social Movement Theory Approach*, Indiana University Press, 2004.

Lectures and Assigned Readings

Week One, January 19:

Introduction, Uprisings, and Approaches to Middle East Politics

<http://www.lizardpoint.com/fun/geoquiz/mideastquiz.html> and reinforce your knowledge of the Middle East by taking two quizzes on the capitals and national boundaries (two quizzes).

Week Two, January 26:

Social Movement Theory and Democratization

Susanne Rudolph, "The Imperialism of Categories: Situating Knowledge in a Globalizing World." *Perspectives on Politics*, 3 (2005): 5-14.

Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics*, 2nd edition. Cambridge University Press, 1998, pp. 1-53.

Quintan Wiktorowicz, *Islamic Activism: A Social Movement Theory Approach*, Indiana University Press, 2004, Introduction, pp. 1-33.

Michael McFaul, "The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World." *World Politics*, Vol. 54, No. 2 (January, 2002), pp. 212-244.

Valerie Bunce, "Rethinking Recent Democratization: Lessons from the Postcommunist Experience," *World Politics*, 55: 2, January 2003: 167-192.

Week Three, February 2:

The Military, the State, Rents, and Coercive Power in the Middle East

Mona El-Ghobashy, "Governments and Oppositions," in *Politics & Society in the Contemporary Middle East*, Michelle Penner Angrist, ed. 29-47. 2010.

Eva Bellin, "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics*. Vol. 36, No. 2 (Jan., 2004), pp. 139-157. [Students with last names A-J read this article]

Eva Bellin, "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring." *Comparative Politics*, Volume 44, Number 2, January 2012, pp. 127-149. [Students with last names K-Z read this article]

Mehran Kamrava, "Military Professionalization and Civil-Military Relations in the Middle East." *Political Science Quarterly* 115 (2000).

Hazem Beblawi, "The Rentier State in the Arab World." In *The Arab State*, Luciani, Giacomo ed., 85-98. London: Routledge, 1990.

Michael L. Ross. Does Oil Hinder Democracy? *World Politics*, April 2001.

Michael Herb, "No Representation without Taxation? Rents, Development, and Democracy," *Comparative Politics* (April 2005), 297-316.

Recommended: Michael Herb, "Taxation and Representation." 2003. *Studies in Comparative International Development*. 38, no. 3 (Fall): 3-31.

Recommended: Okruhlik, Gwenn. "Rentier Wealth, Unruly Law, and the Rise of Opposition: The Political Economy of Oil States." *Comparative Politics* 31, 1999, 295-315.

Recommended: Michael Herb, "Princes, Parliaments, and the Prospects for Democracy in the Gulf," in Marsha Pripstein Posusney and Michele Penner Angrist, eds., *Authoritarianism in the Middle East: Regimes and Resistance* Lynne Rienner Publishers, 2005, 169-191.

First Essay Due: Tuesday, February 7th, 6 PM. Please post final edited draft on Blackboard under Assignments.

Week Four, February 9

The Iranian Revolution, Revolutionary Ideology and its Construction:

Arang Keshavarzian, "Iran." In *Politics & Society in the Contemporary Middle East*, Michelle Penner Angrist, ed., 229-259. Lynne Rienner Publishers, 2010.

Asef Bayat, *Making Islam Democratic: Social Movements and the Post-Islamist Turn*. Stanford, Stanford University Press, pp. 1-105.

Abdolkarim Soroush, "Reason, Freedom, and Democracy in Islam." In *The New Voices of Islam: Rethinking Politics and Modernity, A Reader*. Mehran Kamrava, ed. Berkeley: University of California Press, 2006, pp. 243-261.

First essay on class readings due in seminar; 3-5 pages. Questions will be handed out in previous class. Please edit and organize your writing carefully and use parenthetical references and a works cited list.

Week Five, February 16:

Iranian Early Risers, The Green Movement Neutralized

Asef Bayat, *Making Islam Democratic: Social Movements and the Post-Islamist Turn*. Stanford, Stanford University Press, pp. 106-135; 167-205. On Post-revolutionary Iran.

Arang Keshavarzian, "Contestation without Democracy: Elite Fragmentation in Iran," in Posusney and Angrist (eds.), *Authoritarianism in the Middle East*, pp. 63-88.

Ali Alfoneh, "How Intertwined Are the Revolutionary Guards in Iran's Economy?" *Middle East Outlook*, American Enterprise Institute for Public Policy. No. 3, October, 2007.

Victoria Tahmasebi-Birgani, "Green Women of Iran: The Role of the Women's Movement During and After Iran's Presidential Election of 2009." *Constellations* Volume 17, No 1, 2010, 78-86.

Week Six, February 23: Egypt

Midterm in class, 1 hour and 15 minutes on classroom readings and assignments.

Islamist Actors, Mounting Resistance, and Neoliberalism

Asef Bayat, *Making Islam Democratic: Social Movements and the Post-Islamist Turn*. Stanford, Stanford University Press, pp. 136-186, Review 1-48 and 167-205.

Mohammed M. Hafez and Quintain Wiktorowicz. "Violence as Contention in the Egyptian Islamic Movement." In *Islamic Activism: A Social Movement Theory Approach*, Quintan Wiktorowicz, ed. Indiana University Press, 2004, 61-88.

Diane Singerman, "The Networked World of Islamist Social Movements." In *Islamic Activism: A Social Movement Theory Approach*, Quintan Wiktorowicz, ed. Indiana University Press, 2004, 143-163.

Manar Shorbagy, "The Egyptian Movement for Change – Kefaya: Redefining Politics in Egypt." *Public Culture* 19:175-196, 2007.

Mariz Tadros, "The Securitization of Civil Society in the Middle East: A Case Study of Egypt," *Journal of Security, Conflict and Development* 11:1 March 2011, 79-103.

Week Seven, March 1: Egypt

Globalization, Political Space, Neo-liberalism, and Resistance to Electoral Authoritarianism

"Cairo's Informal Areas: Between Urban Challenges and Hidden Potentials, Facts. Voices. Visions." GTZ, Participatory Development Program, June 2009.

W. Judson Dorman, "Of Demolitions & Donors: The Problematics of State Intervention in Informal Cairo." In *Cairo Contested: Governance, Urban Space, and Global Modernity*, Diane Singerman, ed., 269-290, American University in Cairo Press, 2009. [Students with last names A-J read this article]

Sarah Ben Nefissa, "Cairo's City Government: The Crisis of Local Administration and the Refusal of Urban Citizenship." In *Cairo Contested: Governance, Urban Space, and Global Modernity*, Diane Singerman, ed., 177-198. [Students with last names K-Z read this article]

"Justice for all: The Struggle for Worker Rights in Egypt." February 2010, The Solidarity Center, www.solidaritycenter.org, Washington, D.C.

Joerg Gertel. "Market-Spaces: Merchants Battle the Economic Narratives of Development Experts." In *Cairo Contested: Governance: Urban Space, and Global Modernity*, Diane Singerman, ed., 371-392. American University in Cairo Press, 2009.

Ragui Assaad and Ghada Barsoum, "Youth Exclusion in Egypt: In Search of 'Second Chances,'" 12 December 2007. Middle East Youth Initiative Working Paper, Wolfensohn Center for Development, The Brookings Institution, No. 2, September, 2007. Washington, D.C. [Students with last names A-J read this article]

Singerman, Diane. 2007. "The Economic Imperatives of Marriage: Emerging Practices and Identities among Youth in the Middle East." Middle East Youth Initiative Working Paper. Wolfensohn Center for Development, The Brookings Institution, No. 6, September, 2007. Washington, D.C. <http://www.shababinclusion.org/content/document/detail/559/> (accessed 20 June 2008). [Students with last names K-Z read this article]

Week Eight, March 8: Egypt

Egypt: Uprisings, Military Power & Electoral Change

Video excerpt of Bulaq Abu el-Ela film by Davide Morandini and David Chierchini. In class viewing.

Asmaa Mahfouz calls for demonstration on January 25th http://www.youtube.com/watch?v=SgjlGmDsEuk&feature=player_embedded, January 18, 2011. Short Video.

Mona El-Ghobashy, "The Praxis of the Egyptian Revolution," Middle East Report 258, April 2011, <http://merip.org/mer/mer258/praxis-egyptian-revolution>

David Wolman, "Cairo Activists Use Facebook to Rattle Regime," *Wired Magazine*, October 20, 2008.

Paul Amar, *Why Mubarak is Out*. Jadaliyya. February 1, 2011.

Adam Hanieh, "Egypt's Uprising: Not Just a Question of 'Transition.'" *The Bullet*, E-Bulletin No. 462, February 14, 2011.

Al Jazeera, "Egypt: Seeds of Change." People & Power Reveals the story behind the unprecedented political protests in Egypt. People & Power, 09 Feb 2011, video; 25 minutes. Ahmed Maher/6th April

Evan Hill, "Scorecard: Egypt's army and the revolution: Five months after protests broke out, has the military met demands for political reform and social justice?" 30 Jun 2011, <http://english.aljazeera.net/news/middleeast/2011/06/2011629124848564932.html>, Al Jazeera

Tina Rosenberg, *Revolution U- Revolution in the Arab World: Tunisia, Egypt, And the Unmaking of an Era* (Kindle Locations 2190-2191). *Foreign Policy Magazine*. Kindle Edition, 2011. [also available on foreignpolicy.com]

Recommended: Maryam Ishani, *The Hopeful Network. Revolution in the Arab World: Tunisia, Egypt, And the Unmaking of an Era* (Kindle Locations 2190-2191). *Foreign Policy Magazine*. Kindle Edition, 2011.

Recommended : Egypt: A revolution in 18 days. Explore this interactive narrative of Egypt's political transformation, culminating in Mubarak's ouster.

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<http://english.aljazeera.net/indepth/features/2011/03/20113114224432677.html> Very good blow, by blow in English and video of 18 days of uprising.

Recommended: Gene Sharp, *From Dictatorship to Democracy: A Conceptual framework for liberation*. Albert Einstein Institution, 2003. 88 pp. In Arabic @ http://aeinstein.org/organizations/org/FDTD_Arabic-2.pdf.

Recommended "The Montgomery Story," Fellowship on Reconciliation. 1958, translated in Arabic, American Islamic Congress, 2008.

Week Nine: March 15

SPRING BREAK, no class!

Week Ten: March 22

Gender, Islamist Activism & Elections in Turkey

Marcie J. Patton, "Turkey." *Politics & Society in the Contemporary Middle East*, Michelle Penner Angrist, ed. 435-459, Lynne Rienner, Publishers, 2010.

Jenny White, *Islamist Mobilization in Turkey: A Study in Vernacular Politics*, University of Washington Press, 2002, 3-155.

Anthony Oberschall, "The New Christian Right: Culture Conflict in the Eighties," ch. 13, 339-382. In *Social Movements: Ideologies, Interests, and Identities*. New Brunswick: Transaction Publishers, 1993.

Diane Singerman, "Gender and Politics." In *Politics & Society in the Contemporary Middle East*, Michelle Penner Angrist, ed. 155-173, Lynne Rienner, Publishers, 2010.

Week Eleven: March 29

'Muslim Democrats,' Elections, Economic Policies, and Turkey's Regional Model

Jenny White, *Islamist Mobilization in Turkey: A Study in Vernacular Politics*, University of Washington Press, 2002, 156-272.

Steven A. Cook, "Istanbul on the Nile: Why the Turkish Model of Military Rule Is Wrong for Egypt." *Foreign Affairs*, August 1, 2011.

Steven A. Cook, "Erdogan's Middle Eastern Victory Lap." *Foreign Affairs*. September 15, 2011.

Janine Clark, "Islamist Women in Yemen: Informal Nodes of Activism." In *Islamic Activism: A Social Movement Theory Approach*, Quintan Wiktorowicz, ed. Indiana University Press, 2004, 164-184.

Second essay due on Tuesday, March 27th, 6 PM. Please post essay to Blackboard under Assignments.

Week Twelve: April 5

Resistance to Protest Diffusion: The Syrian Regime, Ethnicity, and Syrian Opposition Forces

Fred H. Lawson, "Syria." In *Politics & Society in the Contemporary Middle East*, Michelle Penner Angrist, ed., 411-430. Lynne Rienner Publishers, 2010.

David Siddhartha Patel, "Identity and Politics" in *Politics & Society in the Contemporary Middle East*, Michelle Penner Angrist, ed. 133-153, Lynne Rienner, Publishers, 2010.

Raymond A. Hinnebusch, State and Civil Society in Syria *Middle East Journal*, 47:2 (Spring 1993), pp. 243-257.

Wedeen, Lisa 1998 "Acting As If: Symbolic Politics and Social Control in Syria." *Comparative Studies in Society and History*, 40: 503-523.

Carmen Becker, Strategies of Power Consolidation in Syria Under Bashar al-Asad: Modernizing Control Over Resources." *The Arab Studies Journal*, Vol. 13/14, No. 2/1 (Fall 2005/Spring 2006), pp. 65-91.

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Week Thirteen: April 12

Uprising Denied?

Professor Joshua Landis, "Syria: Sectarian War or Class War?" Interview at therealnews.com. April 2, 2011.

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Joshua Landis and Joe Pace, “The Syrian Opposition,” *The Washington Quarterly*, Volume 30, Number 1, Winter 2006-07, pp. 45-68.

Week Fourteen, April 19:

Consequences and Dilemmas of the Uprisings? A review, debate, and analysis

Week Fifteen, April 26:

Conclusions & Wrap-up.

Final Exam; Thursday, May 3rd, 11:45-2:15, Ward 104